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**Reframe : Promoting Faculty/Staff Vitality and Excellence
Through Staff Development**

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REFRAME: PROMOTING FACULTY/STAFF VITALITY AND EXCELLENCE THROUGH STAFF DEVELOPMENT (Maxine C. Mott)

INTRODUCTION

Over the past decade numerous staff development models have evolved. However, few of these models apply to the post secondary educational setting. REFRAME is one approach to professional development in such a setting. REFRAME is the acronym for the seven steps or phases of the model. This is a model which focuses on the personal and professional development within the framework of an institution's efforts and actions toward excellence.

If administrators and staff are serious in pursuit of excellence and their desire to meet the needs of students, they must adopt a formalized professional development program. They must embrace a proactive approach in order to develop human and organizational resources in anticipation of the emerging trends, needs, or changes in the social milieu. Traditional approaches (orientation, professional leaves, workshops, conferences, etc.) are still valid forms of professional development, but there is a pressing need for more systematic and comprehensive strategies. Most of the traditional professional development activities focus on "current" roles staff are in and do not address the potential future needs and abilities that will be required of them.

In this presentation I will provide the rationale for a structured professional development program and outline what I believe to be essential components of a successful program. I will then give an overview the REFRAME model. Clarification regarding the terminology used is necessary. The terms staff development, professional development, and faculty development are used interchangeably. Although the terms administration, instructor, teacher, and faculty member are used most often, the intent is that all staff members should be included in an institution's pursuit of excellence through development.

RATIONALE FOR A STRUCTURED PROFESSIONAL DEVELOPMENT PROGRAM

- It is unlikely an institution is working at maximum efficiency without a formal professional development program.
- George Keller, author of *Academic Strategies: The Management Revolution in American Higher Education*: states "there is nothing so important to a College... as the quality and vigour of its faculty." I would elaborate on this to include all employees.

- Faculty demographics are changing; faculty are getting older
- Qualification requirements for faculty are changing in the colleges and institutes in Canada
- There are fewer faculty members and staff being hired
- Student Demographics are changing as well;
 - the average student age is increasing
 - expectations are of a high quality education
 - for many this is a second career
- Institutional changes
 - financial constraints are nation-wide
 - changing program offerings are necessary to keep up with societal changes
 - increase in class sizes to accommodate more students

ESSENTIAL COMPONENTS OF A SUCCESSFUL PROFESSIONAL DEVELOPMENT PROGRAM

1. The Professional Development Program includes all employees within an institution.
2. Clear definition of roles, functions, responsibilities, and lines of authority is vital to any program. This must be done at the beginning of the program planning process and needs to be seen as fair and realistic by everyone.
3. Employee involvement in planning and decision making throughout the program is essential. This promotes increased awareness an institution's mission and goals, increased ownership on the part of the employee, and increased participant responsibility and accountability. If decisions are made at the administration or Professional Development Coordinator level only it is little more than patronizing. Mark Daniel of the Conference Board of Canada, who spoke at the 1992 Conference in Calgary on *Linking Education and Economy*, stressed the necessity of an integrative management style of decision making to maximize employees potential. This includes "early" involvement in decision making. It makes little financial sense to plan something that may have little relevance to employee needs.
4. It is necessary to address long range needs of the institution and faculty and staff, looking toward personal, instructional, and institutional development. The *Carnegie Foundation Report for the Advancement of Teaching* released in 1990 recommends that faculty design 3-5 year creatively contracts which will allow them to focus on scholarly activities during their career. A development program needs to focus on

long range planning versus "one shot" workshops. The professional development program should be identified in an institutional's Development Plan.

5. Realistic incentives must be provided to the employees. These need to include the intrinsic rewards, the 3R's (respect, recognition and reinforcement); and the extrinsic rewards, the 3M's (money, medals, and mugs). Most often extrinsic rewards are not so important for their monetary value but for what they represent to the individual, institution and the community at large.
6. Awareness of the institutional culture is a necessary consideration in program planning. Clear, ongoing communication between all parties is essential. There needs to be a climate of trust, especially if there is to be change. Change can be exciting why done by us, threatening when done to us. A professional development program needs to focus on development of an individual, not evaluation of an individual, and evaluation needs to focus on the actual development program.
7. A commitment from the institution for financial support is vital. Colleges and Institutions are lagging behind four year institutions in fund raising for "teacher development" or human resource development. The University of Victoria (British Columbia) has set up a task force to look at the quality of teaching on campus and to make recommendations for improving the quality of teaching. The University of Calgary (Alberta) received \$700,000 over five years for a Teacher Development Office; Queen's University (Ontario) received \$400,000 in government funds, \$750,000 student support, with administration doubling the student support for a new centre devoted to improving teaching techniques; and, St. Thomas University (New Brunswick) is planning a multi-million dollar development campaign aimed at promoting teaching excellence at the University. What monies does your institution have dedicated to such activities?

PHASES/STEPS OF REFRAME

An alternate model for faculty development, REFRAME is an acronym for the seven steps or phases of the model: *readiness, exploring, focussing, reflecting/relating, applying, modelling, and evaluating* (Diagram 1). REFRAME focuses on personal and professional development of faculty members within the framework of an institution's efforts and actions toward excellence.

This model is based on the notion that staff development is a reframing of personal experiences, values, attitudes, approaches, and behaviours. As well, it is based on the belief that individuals can change if they

are allowed to think, feel, and act for themselves. Individuals must be given support and recognition for their efforts in the change process. REFRAME addresses the needs of an institution while allowing individuals to define their own learning needs (Diagram 2).

Diagram 1

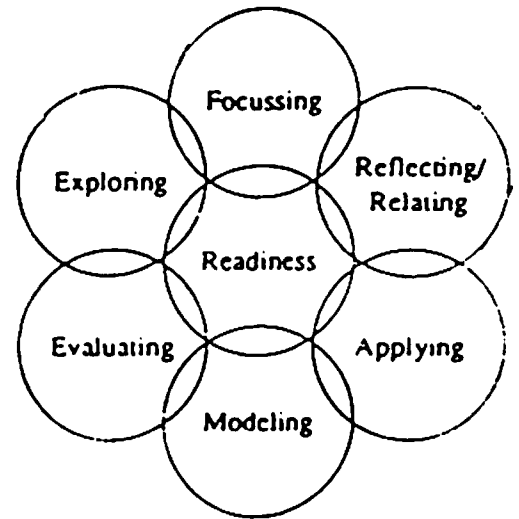
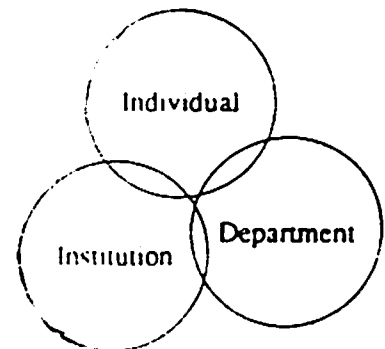


Diagram 2



The following is a brief overview of the REFRAME model (see Table 1) for professional development.

READINESS

There must be a sense for the need to change by the institution as well as the individual. This requires a basic understanding of staff development and processes involved. An assessment by the institution, the department, and the individual must be made of the current administrative views and support for professional development, the present level of professional development activities, and internal and external resources.

EXPLORING

During this phase there is an identification of staff development needs; institutional and individual. This is done through brainstorming at the various levels within the institution and by research and inquiry into the different types of programs available. Questions need to be asked concerning the relevance of the goals and objectives within today's academic world; the mission statement, is it still valid; how might the institution or department be different than it currently is; what program will best meet the needs of the students?

FOCUSING

At this step the activities of the professional development program become focused. It requires clear identification of goals and objectives of the program (institutional and departmental) and strategies to realize these goals. Detailed action plans should be outlined. This includes clarifying what participant incentives will be. It is during this phase that evaluation procedures and time lines are also established.

RELATING/REFLECTING

During the relating/reflecting phase of REFRAME the individual employee will do a needs assessment specific to their own concerns. They will be required to set individual goals and develop personal action plans. While doing this they might ask themselves what are important ethical issues in teaching, and what strengths and weaknesses do they perceive in themselves.

APPLYING

This is the point where implementation of any training activities should occur. The needs have been identified, now the actions plans must be set in motion. Once any training has taken place the individuals need to apply the skills and/or knowledge in the work setting. Studies have shown that it takes at least twenty-five trials before a new skill becomes part of an individual's repertoire of behaviour. Practise is necessary for the refinement of new skills and knowledge.

MODELLING

It is especially important that administrators reinforce the importance of professional development. It is often role-modelling by others that encourages commitment by those who tend to be hesitant at becoming involved in a structured professional development program. Modelling is the responsibility of all stakeholders.

EVALUATING

Evaluation of a professional development program involves ongoing, formative evaluation and assessment. It is also necessary for summative evaluation to take place at strategic points in program. These times should have been identified during the focusing phase of planning. Effective evaluation focuses on the professional development program; not on individuals.

SUMMARY

REFRAME is presented as a faculty development model which focuses on collaboration among the various stakeholders. It is through this linking of stakeholders that exploring, focusing on, reflecting on, and relating to that the change process is allowed to thrive. It is the collaborative nature of the model that allows for the application of new skills, modelling of new behaviours, and evaluating of desired outcomes.

Individual commitment to change by employees will not produce significant professional development. In order to effect change, there must be opportunities and options provided by the institution. Behaviours need to be modelled which demonstrate the value of personal and professional growth. Modelling can serve as a strong motivator which results in a ripple effect and which may inspire individuals who appear uninterested. A development program needs to be a collaborative effort and not an administrative or employee program.

REFRAME promotes learning and knowledge development as never ending. Through REFRAME employees can model the value of life-long learning for their students. This model is not a set of rules, but rather a set of guidelines to follow while pursuing vitality, autonomy, and excellence through professional development. This pursuit can be realized if institutions, departments, and individuals REFRAME.

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Table 1. REFRAME Professional Development Model (Mott, 1991).

FOCUS	ASSUMPTIONS	PHASES/STEPS	COMMENTS
Individual & Organization	<ol style="list-style-type: none"> 1. Staff development is the process of change which occurs over time. 2. Individuals can change provided they are allowed to think, to feel, and to act for themselves. 3. Change involves inquiry, experimentation, and risk taking. 4. Staff development is the reframing of personal and professional experiences, values, attitudes, and behaviours. 5. Administrative support and recognition of staff efforts is necessary in the change process. 6. Effective staff development addresses the needs of the institution while allowing individuals to define their own needs. 7. Change contributes to improved performance of students, faculty, and institution. 8. The principles of adult learning should guide staff development programs. 	<ol style="list-style-type: none"> 1. Readiness <ul style="list-style-type: none"> -sense of need for change -administrative support provided -understanding developed of what staff development process will be 2. Exploring <ul style="list-style-type: none"> -needs, feelings, ideas, attitudes examined -CBAM done -possible strategies determined 3. Focusing <ul style="list-style-type: none"> -institutional, departmental goals, objectives, strategies, and evaluation process identified 4. Reflecting/Relating <ul style="list-style-type: none"> -individuals set own goals, objectives; identify strategies 5. Applying <ul style="list-style-type: none"> -learning/training activities provided -implement new behaviours 6. Modelling <ul style="list-style-type: none"> -new behaviours modelled -support for change provided 7. Evaluating <ul style="list-style-type: none"> -ongoing, formative, as well as summative at specified times 	<ul style="list-style-type: none"> - concurrent institutional, departmental, and individual development - exploring, focusing, reflecting, applying, modelling, and evaluating continuous throughout the change process - recognizes faculty as professionals having a responsibility to the institution - allows for faculty involvement in decision making - promotes long term planning with follow-up - based on adult learning principles - flexible - requires commitment from each level; individual, department, and administration

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